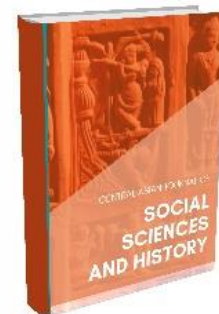




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Modern Methodological Instructions to History Teachers

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Abstract:

Creating a concept is the development of the science of history in the world, new increase in historical knowledge, public interest in past events strengthening and deepening knowledge and skills, effective application of the obtained scientific results in education, promotion and campaigning, awareness of national identity in society, all these above mentioned issues were discussed in this article..

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The purpose of studying history is to look to the future without knowing history it is to convey to the younger generation that it is impossible to skip a step.

In this case, the concept of the development of the science of history was developed.

The need to create a concept is the development of the science of history in the world, new increase in historical knowledge, public interest in past events strengthened and has deep knowledge and skills, creative and systematic thinking historians, teachers and academic staff are new generation, effective application of the obtained scientific results in education, promotion and campaigning, awareness of national identity in society education of historical thinking, which serves to strengthen the feeling are the topics of discussion of today's modern history teachers.

Content of the concept of the current state of history in Uzbekistan critical analysis and existing problems, the development of science, the educational system, and its integral connection with the information space advanced national and world experience based on the requirements taking into account the main goal, tasks and priorities is to determine.

As a result of the adoption of the concept, the field of history development is carried out on a

completely new basis and systematically increases, it becomes possible to effectively manage the process.

As our first President Islam Karimov emphasized that we have to reach a new high level through teaching history to our young generation.

At the stage of reform and modernization of the education system, the transition to a new educational paradigm and innovative teaching technologies, the need for in-depth research of approaches to the organization, content and methodological support of the educational process increases. The ideological meaning and concept of the entire education system today largely determines the teaching of history. Historical education as a universal in its synthetic and inexhaustible means of assimilation by younger generations of social, civil and cultural experience, the formation of basic humanistic values (patriotism, tolerance, democracy, human rights, equality and dialogue of cultures, etc.) concentrates in itself socio-ideological and value-based attitudes, basic pedagogical ideas that society seeks to implement in the education system. Therefore, in modern conditions, the course “Methods of Teaching History” plays an important role in the training of young specialists. This discipline is studied at the final stage of mastering the basic theoretical course in history and simultaneously with the subjects of the psychological and pedagogical cycle. The course on methods of teaching history integrates knowledge of a theoretical course in history, social science and psychological-pedagogical disciplines, preparing students for practical work in educational institutions.

The discipline “Methodology of teaching history” refers to the basic part of the block of disciplines. The discipline program includes lectures, practical classes and laboratory work. Interim certification is carried out in the form of a test or exam. Lecture classes are aimed at developing deep, systematized knowledge in the sections of the discipline. During the lectures, the teacher reveals the basic, most complex concepts of the discipline, as well as the theoretical and practical problems associated with them, and gives recommendations for the practical development of the material being studied. In order to qualitatively master the lecture material, students are recommended to draw up lecture notes and use these notes in preparation for practical classes, intermediate and final certification.

Practical classes are a form of organizing the pedagogical process aimed at deepening scientific and theoretical knowledge and mastering working methods, during which the skills and abilities of performing educational actions in the field of the science being studied are developed. Practical classes involve a detailed study by students of individual theoretical provisions of the academic discipline. During practical classes, skills and abilities are formed in the practical application of theoretical knowledge in specific situations by completing assigned tasks, scientific thinking and speech are developed, and students' educational achievements are monitored. When preparing for practical classes, it is necessary to familiarize yourself with the theoretical material of the discipline on the topics being studied - analyze lecture notes, study the literature recommended by the teacher. During the lesson itself, it is recommended to actively participate in completing assigned tasks, ask questions, take part in discussions, and complete test assignments carefully and in a timely manner. Laboratory work is a special type of individual practical training for students, during which theoretical knowledge is used in practice, special technical means, various tools and equipment are used.

Such work is designed to deepen the professional knowledge of students, to develop skills and abilities of practical work in the relevant branch of science.

Partial search, or heuristic, method.

An important place in teaching history is occupied by the partial search, or heuristic, method. Its meaning lies in the fact that the teacher, having posed a problem that is difficult to solve independently, divides it into subproblems and a series of interrelated questions or similar lightweight tasks, and includes students in the process of performing individual steps of the solution. There is a step-by-step training in solving a research problem. This method finds its expression in heuristic conversation. Its essence is that in order for students to find a solution to a problem, the teacher builds a series of interrelated questions that follow from one another. All or most of these questions are small problems whose solution leads to a solution to the main problem.

Method of problem presentation

A special place in teaching history is occupied by the method of problem presentation, which consists in the fact that the teacher poses a problem and, through a chain of reasoning and presentation of the material, reveals the solution to this problem in such a way as to show the contradictory course of the solution, the difficulties encountered along the way, methods and options for overcoming them. He must show all the inconsistency and complexity of the process of cognition, its sometimes tortuous path. This method is used to solve complex problems. The teacher's explanation in this case is an example of scientific knowledge. The problem presentation is combined with a partially exploratory one.

Method Lecture presentation

The methodology distinguishes between lecture presentation. The lecture presentation is a detailed theoretical argument, scientific analysis and generalization, consistently carried out and based on specific historical material. In a lecture presentation, the material of narration and description serves the tasks of analysis and generalization, constituting the factual basis for conclusions and conclusions. In this case, analysis and generalization are carried out in a monologue form. A lecture uses various kinds of visual aids; sometimes it takes on the character of a conversation between a teacher and the class. A lecture often takes up an entire lesson or even two. Due to the above circumstances, the pedagogical organization of listening and active mental activity of high school students is especially important. Students should clearly perceive the division of the lecture into logically complete parts. To do this, before it begins, a plan is communicated or the students are given the task to draw it up themselves during the hearing. In any case, the presentation must be carried out in such a way as to clearly indicate the formulation of the question, the logic of the analysis of historical material, on the basis of which its essence and significance are revealed, generalizations and theoretical conclusions are made. To facilitate the perception of a lecture, it is important to correctly place not only semantic, but also intonation accents, to present its content in good literary language, with interest and emotion.

The study of the problem of teaching methods continues on the basis of an integrated approach. The question of the relationship between teaching methods and learning objectives and the content of education remains relevant. Teaching methods in higher educational institutions depend on the methods of historical science, the basics of which are taught in history lessons.

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